

## **Summary**

### **Introduction :**

The human behavior has received considerable attention among psychology and education scientists specially at the age full of rapid changes that have varied behavioral problems among all segments of society specially the deaf people whereas the hearing sense is the main member to form the human personality and through it the man can communicate and interaction with his social environment where he lives. He can organize his thoughts and he can transfer it to others easily so his communication with others enlarge .As a result many mental , interaction and social sides will grow up . So losing the hearing sense is the very important part of the human senses because he can not communicate with others except using alternative language like the sign language so the voiced language is considered strange for the deaf people and can't understand it.

In general, The effect of hearing disability can be clear on all the developmental characteristics of individual like : the aspects of language , social , emotional and cognitive development and the academic achievement that appear on many of his behavioral aspects.

The behavioral problems with deaf people are increased because of many elements. These elements are the following : The age at the time of injury, the kind and degree of the hearing loss . The emotional reactions of parents and the level of their rehabilitation. In addition to the culture level for the audio environment surrounding by them , so the deaf people feel that they are prisoners in ordinary world.

So they are in need to many indicative programs that work to reduce their behavioral problems and that lead to contribute to building a character closer to be ordinary which is in general able to integrate into the society in which influential in it and affected by it.

### **Study problem :**

Increasing prevalence of behavioral problems for deaf children at a rate five times higher than the percentage spread in ordinary hearing children and that is clear in many of their behaviors. The most common of their behaviors are: destructive and violent behavior, the behavior of withdrawal and the behavior of the tendency of excess movement that effect on personal building and their future relationship with society.

According to this we can say that the current study problem in this main following question:

What is the effectiveness of indicative program in reducing some behavioral problems for the deaf children ?

To answer this question, we should answer the following sub questions:

- 1 – Are their any statistically significant differences between the degrees of the two groups (the experimental and adjusted groups) on ranks for the list of the behavioral problems for the deaf children after applying the indicative program ?
- 2 - Are their any statistical significant differences among the average degrees of the experimental group on ranks for the list of behavioral problems for the deaf children before and after applying the indicative program?
- 3 - Are their any statistical significant differences among the average degrees of the experimental group on ranks for the list of behavioral problems for the deaf children after applying the indicative program and after two months from finishing the application ( follow up )?

### **Study aims :**

The current study aims to :

- A - Reduce some behavioral problems for deaf children .
- B - Establish indicative program based on Theory of cognitive-behavioral therapy.
- C - Test the effectiveness of the program in reducing some behavioral problems for deaf children.

### **Study importance :**

The importance of this study are clear in the following points :-

- A - We can apply this indicative program on other deaf children when this program proves its effectiveness in the results of the current study.
- B - Scarcity of foreign and Arab studies ( according the researcher knowledge ) in the field of training deaf children to reduce their behavioral problems which have not enough attention from the researchers to help them achieve sufficient level from equilibrium behavioral and psychosocial compatibility and their positive effects on their integration into society.

- C- Helping teachers, specialists and parents who deal with deaf children to reduce some behavioral problems with those children by introducing guidelines, technicians and methods that are established on scientific bases through applying the indicative program with using the cognitive behavioral therapy theory.
- D - The phase age from ( 6 – 9 ) years old is considered the very important phase age in the life of the children specially the deaf ones. During this period their future personality will be build and this will define the style of interaction with the society.

### **Study Hypotheses :**

The study tested the following hypotheses :

- A- There are statistically significant differences among the degrees of the experimental group and adjusted groups on ranks for the list of the behavioral problems for the deaf children in the side of the experimental group after applying the indicative program.
- B - Their are statistical significant differences among the average degrees of the experimental group on the measurements after and before applying the program on the rank of the list of the behavioral problems for the deaf children in the side of the measurement after applying the indicative program.
- C - There are no statistical significant differences among the average degrees of the experimental group after applying the program and after two months fro finishing the application on the rank on the list of the behavioral problems for the deaf children.

### **Study sample**

The study sample consists of ( 12 ) male and female children . their age are between ( 6 – 9 ) years old .and they have loss of hearing about ( 91 ) decibel or more from the hope school for deaf and hearing impaired which belong to the special education directorate in port said governorate . They have divided into two groups. The first one is the experimental group which consists of ( 3 male – 3 female ) which the indicative program was applied on them . The second group is the adjusted group which consists of ( 4 male – 2 female ).

### **Study tools :**

The investigator used these tools :

- A - scale List of behavioral problem for the deaf children . ( prepared by Iman Al Kashef : 2004 ).

B - the indicative program for reducing some behavioral problems for deaf children ( prepared by investigator ).

The indicative program consists of (29) sessions. one session daily from Sunday to Thursday including the introductory and concluding sessions.

The program applied in the second term from 8-3-2015 to 16-5-2015 after finishing the mid- year holiday and the program finished before starting the second term examinations .The program based on the cognitive behavioral therapy theory which including technical knowledge and technical behavioral reaction.

### **Statistical methods :**

A - To calculate the homogeneity of the sample , we used the arithmetic mean and the standard deviation to clarify the differences in the sample.

B - To adjust the list of the behavioral problems for the deaf children, we used the following statistically methods : - Alpha Krounbagh method.

C - To be sure form the correct hypotheses. We used the following no- paramete statistical methods : Mann-Whitney test to clarify the differences between the experimental group and the adjusted group.

### **Study results :**

The results of the study for the following :

A –There are statistically significant differences among the degrees of the experimental group and adjusted group on ranks for the list of the behavioral problems for the deaf children in the side of the experimental group after applying the indicative program whereas the amount of (Z) function are 0.05 the side of in the after measurements.

B - Their are statistical significant differences among the average degrees of the experimental group on the measurements after and before applying the program on the rank of the list of the behavioral problems for the deaf children in the side of the measurement after applying the indicative program whereas the amount of (Z) function are 0.05.

C - There are no statistical significant differences among the average degrees of the experimental group after applying the program and after two months from finishing the application whereas the amount of (Z) is not function that ensure of continuo the effectiveness of the program.

The study ends with postulation a number of pedagogical recommendations that may be useful in the field of special Education generally and the hearing-impairment especially. It also puts forward recommendations for the society. Additionally, it formulates some further suggested researchers to take over its initiation.

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**Title** : The Effectiveness Of Counseling Program In Reducing Some Behavioral Problems For The Deaf Children.

**(Abstract)**

The study aims to disclosure of the effectiveness program to reduce some behavioral problems to deaf children. These problems include (the instructive and violent behavior, the behavior of withdrawal and the behavior of the tendency to excess movement ). The study sample consists of (12) male and female children and their ages between (6 - 9) years old and they have loss of hearing about (91) Decibel and more.

They have divided into two groups. The first experimental group consists of (3 male -3 female) and the second group is the adjusted group and consists of (4 male – 2 female).The study used the following tools: the behavioral problems list for the deaf children ( prepared by \ Eman Al Kashef 2004) in addition to the indicative program ( prepared by the researcher ) which depend on the cognitive therapy behavioral theory. The results of the study were that: there are statistically significant differences between the average of degree marks of the members of the experimental groups and the adjusted group on the behavioral problems list for the deaf children in the side of the experimental group after applying the indicative program. the amounts of (Z) function are 0.05 for the side of the measurements after the program.

And there are statistically significant differences among the average degrees for the members of the experimental group in measurements before and after the program on the rang of the behavioral problems list for deaf children in the side of the measurement after applying the indicative program whereas the amount of (Z) function are 0.05 . There are also no statistically significant differences among the average degrees for the members of the experimental group on the behavioral problems list for the deaf children after applying the program and after two months from finishing the application whereas the amount of (Z) is not function and that ensure of the continuing the effectiveness of the program.